



John Dos Passos receives award at Maryland Day ceremonies

Clarkson Address Marks Maryland Day Ceremony

Approximately 450 administration, faculty, students, and friends of Loyola gathered in the Alumni gymnasium on March 25 to take part in the annual Maryland Day ceremonies in which four prominent Marylanders were presented with the Andrew White Medal.

The featured speaker was Paul S. Clarkson, a former Baltimorean, who is now curator of rare books at Clark University in Worcester, Massachusetts. The topic of Mr. Clarkson's speech was "Maryland, Mother of Dissenters."

Mr. Clarkson pointed out that Father Andrew White could properly be called Maryland's first dissenter. Father White was deport-

ed from the Maryland colony for opposing a British statue labeling the presence of any Catholic priest in England as "treason." Other dissenters were to follow in the tradition of Father White. Clarkson mentioned Margaret Brandt, executrix of Leonard Calvert's will, who became the first woman suffragette when she demanded that she have a vote in Maryland's General Assembly. The Declaration of Independence was signed by four Marylanders.

Perhaps the greatest Maryland dissenter, according to Mr. Clarkson, was a relatively unsung one, Luther Martin, whose biography was compiled by Mr. Clarkson.

As a dissenter, Luther Martin was a leader of the small state fight against the large powers, yarning of the disadvantages of forming too large a central government. This dispute led to the Connecticut Compromise. Also at this convention, he took the then unpopular stand which favored the gradual emancipation of slaves. Martin followed this with further unpopular stands, including the defense of Aaron Burr for treason.

Clarkson feels that Martin, had he taken popular stands, would have been regarded as a great American leader; instead, because he had the courage to dissent, he has been forgotten.

Clarkson concluded his speech stressing the necessity of Maryland to uphold her role as "mother of dissenters."

The Andrew White medals were then presented to: Mr. Clarkson, author John Dos Passos, who perhaps received the greatest applause, H. Vernon Eney, and Gerald W. Johnson.

Breaking of Quiet Hours Initiates Parietal Protest

A protest involving the resident students on Thursday, March 20, ended in a failure to obtain any significant change in the College's stand on parietals.

According to James Blaney who took part in the demonstration and later represented the dorm students in a meeting with Father Sellinger, "the apparent cause of the protest was a violation of quiet hours by the Glee Club." But, before the protest, which itself was a violation of quiet hours, ended, the problem of parietals had come to the fore. Mr. Blaney, former chairman of the dorm committee which had asked for parietals, further said, "Mr. Lavin, after everyone had gone to his room, came to me and proposed that I see Father Sellinger and ask for a trial period for parietals."

The subsequent meeting on Wednesday, March 26, according to Mr. Blaney, "produced few results." He went on to say, "We had decided to ask for an Open House on April 19 from 12:00 p.m. to 1:00 a.m. This date had already been chosen as Parents' Day, but the college had not set any specific time. So, this seemed like an opportune time for a trial period for parietals."

Mr. Blaney said that Father Sellinger rejected his proposal. When asked why President Sellinger had rejected the plan, Mr. Blaney said, "Father Sellinger seems to be bothered by the possible moral problems that parietals could bring to the College."

Black Panthers Speak on Campus; Injustices and Brutality Stressed

Approximately 140 students and faculty members crammed in Ruzicka Hall on April 1 to hear Captain Hart, Baltimore leader of the Black Panthers for Self-Defense, and his nine compatriots.

Captain Hart began by saying that the news media has unjustly drawn the members of the organization as blood-thirsty racists. Violence is only justified for them when the establishment, usually in the form of the police, openly tries to exterminate the black community. Incidents of the past where brains are scattered on the sidewalks and where a black man is shot 125 times while surrendering will no longer be met passively.

Courts, lie-ins, sit-ins, and ins of all kinds have been tried with no success. The Negro still does not receive the basic human rights guaranteed to "all citizens" by the Constitution. The tenth grade ghetto student reads at the fifth grade level. A college degree is good enough to drive a bus. A six-year-old who has not eaten in 18 hours is not uncommon. Therefore, the Panthers see no other alternative except to meet violence with violence if conditions are to be improved.

Improved.

Captain Hart further added that this violence will not take the form of looting and robbing whiskey stores as occurred in the riots last April in Baltimore. If there are riots this summer, Captain Hart said that they would not be instigated by his organization. But, although fighting in a scientific manner is preferred, if the time is ripe for action, the Panthers might join in anyway.

Scientific fighting was not further explained, since the only areas closed off from discussion by the Panthers were their fighting tactics, the types of weaponry used, and the quantity of arms available.

The purpose of any action taken will be to overthrow racism. The energy of black hate against white must be turned into action against those oppressing the black people, regardless of the color of their skins. The "Uncle Toms" like Thurgood Marshall who buckle under the establishment in order to earn money and respect are despised as much as the oppressive white. A black man really cannot

have ideas different from those of society and still exist on a human level. "A Black Panther may not eat every day, but he has his dignity every day," replied Captain Hart.

Moreover, the Panthers are not just fighting for the black community. They are fighting for minority groups of all kinds whose rights have been infringed upon, including the poor white. Captain Hart said that the Panthers are not separatists but want one community where whites do not feel that everything black is bad.

Two films were then shown, outlining the other tenets of the Black Panthers. The first, entitled *Huey!* showed how the Panthers rallied around Huey Newton, national chairman of the Black Panthers, presently in prison after being arrested for his efforts in this movement.

The film showed how the majority of police are despised by the Black Panthers because of the police brutality in arresting. The chant heard throughout the film was: "The time for revolution is here! Beat the pigs!!"

The Panthers also advocate that all black men should be draft exempt. They are not treated as citizens of the United States, so why should they fight for that country? Arms are taken up against the black before recognizing that he is human.

Furthermore, all black people in jails and prisons across the country should be released. According to Captain Hart, "Trying blacks before all-white juries is like trying Jews in Germany during World War II." Black men should be tried by their peers, the everyday Negroes like the woman who scrubs floors or the man who chauffeurs.

Captain Hart was at first hesitant to show the second film because of two profanities present. But, the majority of the audience wanted to see it, and the film was shown. Although Mr. L. Morgan Lavin, Dean of Students, gave everyone the opportunity to leave before the screening, no one left.

The film was a recapitulation of the comments made in Captain Hart's opening remarks and in the first film but in the form of interviews with the common black man.

A question period developed while the reels were being changed and at the end of the films, Captain Hart was asked what positive steps had been taken to increase the white man's understanding of the community. He replied that the Panthers sponsor workshops once or twice a month for various groups of whites in which

(Cont'd page 3, col. 4)

Tel-Alumni Drive Completed; Banquet Honors Five Ex-grads

At the rate of 700 phone calls an evening for nine days, the Loyola College Alumni Association completed its annual Tel-Alumni drive on March 19, one day sooner than than expected and at least \$27,000 closer to this year's overall goal of \$60,000.

Headed by chairman Michael Sneeringer, the campaign was well supported by the alumni on both ends of the line. Volunteer callers flowed into Millbrook House and, with their enthusiasm heightened by class competition, solicited an average of four pledges for each refusal from fellow graduates across the United States and Canada.

With the addition of these contributions, the Evergreen Fund falls only \$3000 short of the goal of \$60,000, which would merit the \$25,000 bonus generously offered by Doctor Frederick Ruzicka (class of 1912).

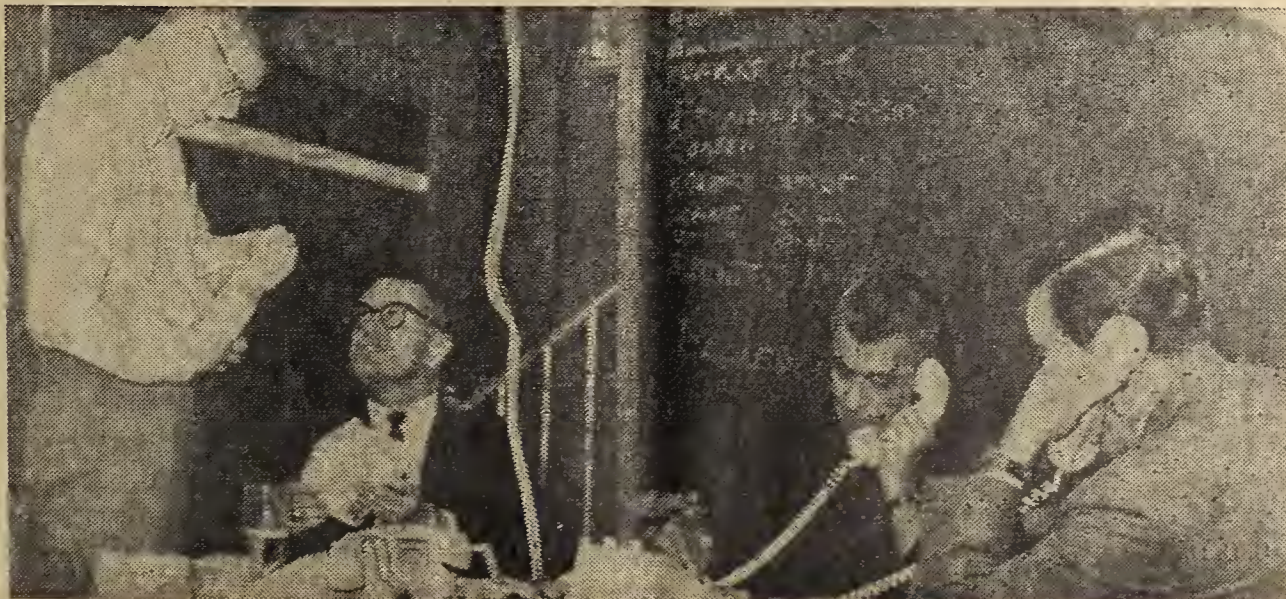
However, more money should be forthcoming, since some of the graduates did not specify the amount they would contribute. Therefore, the odds of attaining the goal are promising, in spite of trivialities

like a phone bill for \$1200.

The Alumni Association also held its annual banquet at the Eudowood Gardens in Towson on Tuesday, April 15. Featured speaker for the evening was James W. Rouse, president of The Rouse Company, which is building Columbia, Maryland.

Mr. Rouse was formerly a member of the late President Eisenhower's Advisory Committee on Housing. In 1955, he was engaged by the District of Columbia to develop a workable program of urban renewal for the city of Washington. The Rouse Company's Columbia project will be a new city for 110,000 people on 14,000 acres of land midway between Baltimore and Washington.

Part of the evening's program included the presentation of "Alumnus of the Year" awards to: Dodd S. Carr, Francis X. Gallagher, P. Edward Kaltenbach (chairman of Loyola's Classics Department), Martin F. Knott, and Lingard T. Whiteford. These alumni were honored for their contributions to Loyola, their professions, and the community.



Father Sellinger helps with Tel-Alumni Drive

On Campus

Michael Novak, chairman of the Common Humanities Seminar at the State University of New York, author and lecturer, will speak at Goucher College's Kraushaar Auditorium on Thursday evening, April 24, at 8:30 p.m.

The author of *A New Generation*, *The Open Church*, *Belief and Unbelief*, *A Time to Build*, and *Vietnam: Crisis in Conscience*.

Admission is free.

THE GREYHOUND

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Hope for Future

The visit of the Black Panthers on April 1st was another concrete example of Loyola's slow but progressing attempt to escape the conservative label. With the appearance of Mary Moylan and her Catonsville cohorts and representatives from the Milwaukee draft resisters, in addition to the existence of a campus Peace Society, it becomes hard to conceive Loyola as the ultraconservative institution of yesteryear. At least the college is offering opportunities for the students to hear untraditional opinions about pertinent national problems which are not openly discussed at other colleges.

Student-organized courses, recent (1½ years ago) reductions of philosophy and theology credits, student seats on faculty committees, and rumors about voluntary R.O.T.C. are not uttered in the same breath with conservative. Five years ago it was probably considered a mortal sin even to think about them.

Students often see rapid changes incorporated into the policies of other colleges, nationwide and local, and think that Loyola should make the same ones at the same time, *e.g.*, parietyals. They forget that they are under the influence of a different cultural perspective dictated by Loyola's nature as a small, Catholic, liberal arts college. Change just does not come as rapidly to Catholic colleges as it does to secular institutions. Students should realize this fact when they enroll.

This is not to say that students should give up trying to effect changes they desire, *e.g.*, parietyals, nor that Loyola does not need change. Rather, students should take courage in the recent changes and understand that new changes will come in the same way that the old ones did: through a slow, gradual, painstaking process of student action.

Mountains are not scaled by standing at the bottom and shouting to the top. At least recent trends show that scattered footholds exist for climbing.

Panthers Right?

The appearance of the Black Panthers was indeed impressive and overwhelming, but perhaps too overwhelming.

It is very easy to let the enthusiasm and feeling of the moment override clear, logical thinking. Later, after a review of the facts, one finds flaws in the ideas. Therefore, it would be a good idea for those who heard the Black Panthers to reconsider the positions of this organization.

There is no question that the Negro has been treated like a nigger and has undergone suffering that cannot be translated adequately into any medium. It can only be experienced through the smell of poverty or through the feel of the heat in a windowless room on a 100 degree day. It is the Black Panther means to a goal that is questionable.

Throughout the discussion, no mention of concrete, constructive action was made, only sit-ins, lie-ins, and discussion. Violence is embraced by the Panthers as a last resort. But, has anything else been tried besides talk? Too bad no one wondered about this at the time and questioned the Panthers.

—C. C. D.

New Theology

One of the most controversial curriculum discussions presently confronting Catholic colleges is the status of theology as an academic discipline.

Here at Loyola the situation has been handled in the normal way. We have been told by the administration that theology will be maintained as a part of the core curriculum.

First, let us look at the contention on the part of the administration that theology is essential to the maintenance of a Christian community at Loyola. At first glance this means that the teachings of the Catholic Church are essential to a man's understanding of the message of Christ. This may be true, but, in a recent article in the Jesuit weekly, *America*, a noted Catholic educator made the point that no institution can be Christian in nature, because institutions are impersonal structures devoid of the personal ability to commit to the basic teachings of Christ. Therefore, it would seem logical that a Christian community cannot be formed at a college; it can only be a community whose members are Christian. The aforementioned article goes on to state that the individual must commit himself to Christianity and then attempt to make this commitment manifest in the community of scholars to which he belongs. It would then seem impossible that the community could, at once, both instill this Christian spirit and become Christian as a result of it. The community must have Christian members first, and their Christian nature must come from personally formed ideals, not from imposed beliefs.

Our second point stems from the first and asks how worthwhile theology is in the establishment of a Christian community. Theology is the study of God and takes numerous forms outside Christian or Catholic consideration of a Diety. Our present curriculum has recognized this fact and has established courses in fields of non-Catholic theology, theology in literature, and has all but eliminated mere dogma from consideration. Theology has, in fact, become at Loyola a discipline of an academic nature. But, what happens to the message of a Christian, be he Brecht or Paul, when his words are placed in the "pass or die" situation of the classroom? What happens to the moral of Faustus when the student is forced both by himself and by the necessities of the academic regimen to produce test grades and papers on the subject. In fact, the student often misses whatever might be gained because he is overly concerned with the necessity of obtaining a grade.

In conclusion, let us say that the desire to establish a Christian community is laudable. With the world in its present state of war and injustice, the man who is both Christian and a member of a community composed of Christians, can do much to improve not only his own position in life but also that of the community composed of Christians can do much to improve so many who are presently suffering. It is our contention, however, that, as Christianity could never be spread with the sword, neither can it be spread with the grade, nor the lecture, nor the required course. Theology, now that it has become an academic discipline, must stand with those other disciplines and ask for no more than one or two required courses. In the establishment of the Christian community, we feel that the administration could do better by encouraging a Christian atmosphere on campus, living vitally and concerned, than by requiring numerous classes in theology.

—T. C.

Guest Editorial: Tanczyn

C. Michael Rose, a twenty-three year old teacher in the Baltimore Public School System, was found guilty by the disciplinary board of his employers of disobeying a rule and was duly sanctioned by said board. However, this same board, at the time of his hearing, decided that Mr. Rose should not be dismissed because he had evidenced "conscientious scruples."

Upon receipt of this verdict, the Baltimore community erupted into such an indignant protest that it is rumored the Calvert Building shall come tumblin' down. The issue at hand, far from being whether Mr. Rose furthers unpatriotism — nay, treason — concerns the Bill of Rights. It is my considered opinion that Mr. Rose was duly punished and should not be tried again either for political motives nor to satisfy an egotistical caprice of Baltimore Americans.

According to available newspaper accounts, Mr. Rose himself stated that his goal was to make his students aware that they did have a choice in accepting or rejecting in part or *in toto* anything presented to them. This indeed is the freedom of speech set down in the Constitution. Mr. Rose could be construed as an exemplar of constitutional rights. Mr. Justice Black, dissenting in *Yates vs. United States*, has this to say, regarding the value of the First Amendment: "The First Amendment provides the only kind of system that can preserve a free government—one that leaves the way wide open for people to favor, discuss, advocate, or incite causes and doctrines, however obnoxious and antagonistic such views may be to the rest of us."

The case in point exemplifies one more situation in which the right to dissent, even passively, has been roundly criticized by those who knew not whereof they spoke. After the decision of the appointed School Board, many "super-patriots" forced the issue by equating dissent and non-patriotism with advocacy to overthrow. These same people rapidly unfurled their American flags, last used at the Catonsville Nine trial (or was it the George Wallace Rally?); in any event, some time since the 4th of July, hopefully. These paragons of virtue, justice, truth, but most importantly Superman fans, *THE AMERICAN WAY* moved quickly to correct the misguided board which plainly lacks the insights of our hero (ines.) Yuck! These are the people who need to be guided.

The case of C. Michael Rose marks a test of our ability to ferret out fact from feelings and to show Mr. Rose, nay, the world, that when we say we are free to dissent, within reason, that one will be free to express his disagreement with the prevailing conditions.

Letters

Dear Sirs:

I read Mr. Blaine Taylor's article on violence in the United States (*Greyhound*, March 17) with interest. That the United States is in a bad condition cannot be denied. Most Europeans, myself included, are truly horrified by what is happening here. It seems all too easy for Americans to sit back and accept the violence that is going on around them. They have been lulled by permissive attitudes toward guns, violence on TV, and the high death rate on the roads. Many Americans probably even believe their country is not exceptional, that all countries are in the same position.

This is far from the truth. Nowhere in Western Europe in cities comparable to U.S. cities is there the same frequency of murders, nowhere the same rate of armed robberies. Europeans are shocked by murder and the use of guns. Murders are given the widest coverage in the newspapers.

Here, it seems, even the murder of a policeman merits only a few lines on an inside page. In Europe such a crime—and it occurs only very infrequently—would appear in headlines on the front page. Also, across the Atlantic there are much harsher penalties for criminals.

To say, as Mr. Taylor did, that the mass media are "directly responsible for the increased crime rates" is, to say the least, exceedingly naive. This is a mere particle of the whole story.

The American belief in making as much money as possible ("Hate thy neighbor") must take much of

the blame. Then there is the syndicate which has this country in a stranglehold. And the emphasis on owning guns! What is simpler than for someone that cannot make his fortune by going to college to get a gun and rob a bank? Society tells him to go out and make money, but how can he when he is socially deprived and discriminated against? So, he turns to crime.

The U.S. is in many ways a sick society, Mr. Taylor. But, removing violence from T.V. will not remove the problem. Americans need to review their ideals. They need to bring more respect to their police force. They need to help their underprivileged. They need to control their use of guns. They need to increase their penalties for crimes. They need to smash the Mafia and its livelihood: give the addicts heroin and legalize gambling. Yes, and legalize marijuana, if necessary. Lastly, remove all the corrupt politicians and policemen, the supposed keepers of our minds.

Only a concentrated effort will remove violence from America and save it from the doom it is surely heading for. And, it must be done soon. If it isn't, there won't be anything left to save.

—C. T. GEORGE

To the Editors:

Is it true that the Biology Department is using the men's room in the basement of the Student Center to breed flies and bugs and bacteria? This could be the only explanation for allowing the presence of the existing *filth* and *stench*.

—TOM FASULO '69

Need for Educational Reform Investigated

by BLAINE TAYLOR

As I understand it, the role of modern education is to prepare students for life in the world-at-large. In its existing condition, the educational system (if it can be called that with justification) is falling short of the goal. It is my finding that the courses offered in schools today are rarely attuned to the realities of life.

And what are the realities of one's identity and place in society: to achieve financial security by meaningful employment; to attain sexual gratification and to raise a family, if so desired? And these are only a few.

Let us look at the system which supposedly equips us to reach these goals, to satisfy these yearnings. I take immediate issue with the practice of calling it a 'system' to begin with. There is no unity in it; each state maintains its own school set-up. What is taught in one state may not be taught in another. A case in point is Mississippi, where an anti-evolution law is still in the books.

Generally, courses are so required as to give us a broad and varied base of learning, and this is necessary. But courses taken in high school are often repeated in college, with wasted time resulting.

I reject almost entirely the grading system. I do not believe a man's ability is indicated by his receiving an A, a B, or an F.. In some cases, the mark is dependent upon an essay, which requires a good understanding of the subject, while, in others, the ability to complete a multiple-choice test is the requirement.

The quality of teaching and teachers needs much improvement. What good is a professor, who happens to possess a whole string of degrees, if he cannot communicate with his class because he is a poor public speaker? Very little.

Before I submit my recommendations, I want to state categorically that I am not an educational expert nor authority. My ideas in

this field are only embryonic, and I intend them merely to reveal the problems, not completely solve them. There are others, better qualified than I, to do that.

I believe that the entire system (and the direction of it) needs re-evaluation by all members in the profession. I think that greater emphasis should be placed on primary education, so that a student's abilities and liabilities can be discovered early in his career. Once they are discovered, the stress of all further teaching should be on two main aspects: to capitalize as much as possible on the student's strong points, and to correct with zeal and diligence his weak points.

The subjects taught in academic programs should be expanded to include the tools with which a man or woman can get a job: business mathematics, shop-work, typing, etc. Others, such as Latin, which practically no one can use in daily life, should be dropped, except for language-majors.

Realistic sex education should be introduced and taught at all grade levels so as to reduce drastically the later crop of marital failures and divorces; distortions, miscon-

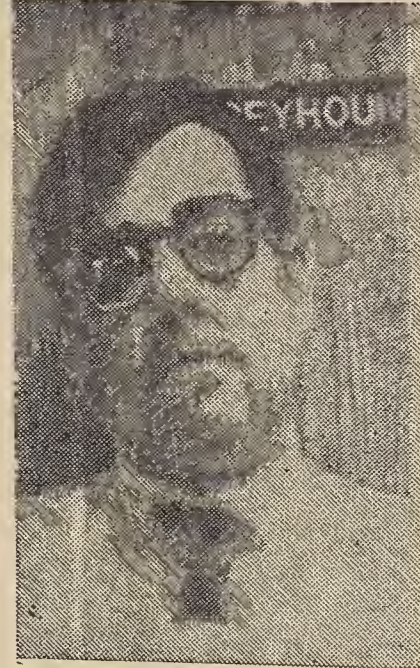


Towson State student discusses educational reform.

ceptions and pure fantasies exist in the popular mentality in the realm of sex.

The student must be made to feel that he is an individual, not a cog in a mass machine.

From what I understand, the Free University concept stresses a few of the points that I have raised. I cannot now debate the pros and cons of the Free University, but I think it is a step towards the goal. It would have the advantage of keeping teachers on their toes, be-



Jeff Amdur: interviewer of Father Higgins.

cause student attendance would not be mandatory, and therefore only an interesting professor could hold his class' attention. But then, again, it is obvious to me that some sort of marking system is necessary because there will always be lapse students and those who try to "slide by." He must not allow our overall standards to drop.

As I said before, I do not have a concrete remedial solution, but I have etched clearly-defined guidelines to the problem itself.

Fr. Higgins Discusses Ethical Concepts After Three Decades of Loyola Teaching

This is the second of the four-part interview with Father Thomas Higgins, S.J.

Do you have any comment on the curriculum changes that you have seen, especially the relative de-emphasis of philosophy and theology?

"There definitely had to be a change from all that philosophy. We needed room for all the sciences; but, there is a danger in going too far. If will certainly be very bad if philosophy is eliminated altogether. Empiricism is trying to take the whole field over, and that would be bad for every-

body. There must be room for everything."

Is the present philosophy-theology requirement adequate?

"What they have now is about right to make the curriculum liberal. Students are wrong in wanting it cut to six hours—that isn't enough to liberalize the courses."

Couldn't something such as psychology be used as a substitute for philosophy, as it used to be up to about five years ago?

"Psychology as taught here now is not philosophical, but empirical psychology. Psychology and sociology are necessary; but, they aren't substitutes for philosophy. They're just not philosophy."

What courses have you taught at Loyola?

"I have primarily taught ethics—the old sequence of general, individual, and social ethics. During the war, I also taught logic and British poetry and was also the student counselor. In the current curriculum, I am teaching "Ethical Theories in Conflict, which, incidentally, is the name of one of my books."

How have your own emphases on the teaching of ethics changed as the ethics requirements have been reduced?

"I haven't changed the basic content much, but I have changed my methods a bit. Regrettably but necessarily, much content has been dropped. We now emphasize general principles; but, the real meat of ethics is in "special ethics," particular precepts of conduct. Much of this has been washed out, although not deliberately."

What would you like your students to get most out of the courses you teach? What is the greatest value of a course in ethics?

"One ought to be convinced of the truth concerning these ethical

precepts and should freely embrace them. Don't accept them on anybody's say-so, but try to be convinced in your own mind of their truth, and adapt them into your own code of living."

We have heard people say that ethics is a thinly-veiled study of theology. Any comment about this?

"If they mean by that God is brought into it, after all, you can't teach conduct without bringing God into it. Nevertheless, I most explicitly endeavor to prove any point without any reference to any kind of revelation, whether it be Old Testament or New."

Position of Black Panthers Queried by Loyola Audience

(Continued from page 1)
black and white meet to discuss racial issues. He added that most of the area colleges and some high schools have been visited and that a newspaper will be published on a regular basis as long as finances hold out.

Mr. Edward Ross of the English Department asked what the so-called white liberal could do. Captain Hart said that the first step was to stop being ashamed of becoming associated with the black race. City councilmen should be written to and urged to begin rectification of slum problems like the hardcore unemployed.

In response to another question, Captain Hart said that the Black Panthers are not Communists, although each member carries a handbook with Black Panther substituted wherever Communist appears. The handbook is only a guideline.

"Sargeant" Seen As Love Search Of Lonely Man

The Sargeant is a film of a middle-aged master sergeant in the United States Army, a decorated war hero who has been stationed at a non-combatant post in France around 1950. Rod Stieger plays the main role of a typically gruff sergeant who ironically turns out to be a pitiful character, as evidenced by Steiger's sympathetic portrayal.

Upon arriving at his new assignment, Steiger takes charge of the unit, surpassing even his company commander, until the ultimate authority of the company lies in his hands. More importantly, however, the story centers around the special attraction that the sergeant has for Private Benson, a young soldier in the company. Steiger first arranges that Benson becomes his special assistant and soon the two become close friends.

Later, Steiger becomes jealous of his companion's girl friend but manages to drive her away for a while so that he has the private for his own. The two soldiers spend their free time together. The private's girl friend eventually returns to him, and the master sergeant once again is faced with competition for the company of Private Benson. Seeing that he is losing the private, Steiger continually follows Benson around until, at a tense climax, the Sargeant makes a final effort to try to win Benson over. Having failed and desperately sunk in depression and shame, the sergeant takes his own life and the movie is concluded.

To say that *The Sargeant* is the story of a homosexual would be true but may give the wrong impression of what the film actually depicts. It is the moving story of a lonely person who merely expresses his feelings in an attempt to find love and understanding. *The Sargeant* puts the main theme across in an acceptable style without resorting to extreme forms of violence or to distasteful scenes. *The Sargeant* says something in simple terms. It is worthwhile seeing at least for its excellent acting and dramatic, realistic setting.

Your Psychology professor lives with his mother?

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Greyhound SPORTS

Thinclads Triumph Over W. Md., 84-52; Harner Wins Four Events

Loyola College thinclads won their second meet of the season by defeating Western Maryland College this past Monday, 84-52. Tommy Harner, senior captain, won four events and ran the opening leg of the 440-yard relay. Ray Meckel won the mile and the 880. The record for the year is 2-1.

Results

100: 1. Harner (L); 2. Roulette (W. Md.); 3. Bowie (W. Md.) Time: 10.0

440: 1. Simpson (L); 2. Aversa (L); 3. Skinner (W. Md.) Time: 53.1

880: 1. Meckel (L); 2. Kane (W. Md.); 3. Paper (W. Md.) Time: 2:03.2

1 mile: 1. Meckel (L); 2. Robbins (W. Md.); 3. Goodman (W. Md.) Time: 4:38

2 mile: 1. McWilliams (W. Md.); 2. Hodges (L); 3. Hild (L) Time: 9:57.5

Broad Jump: 1. Harner (L); 2. DeWitt (W. Md.); 3. Roulette (W. Md.) Distance: 20'11 1/4"

Shot: 1. Hatfield (W. Md.); 2. Romansic (L); 3. Sweet (W. Md.) Distance: 39'1 1/2"

Here's Big Gene: Sports Corner

April, 1989: Satchel Paige has decided that this will be his last year in baseball. After this year, Satch plans to retire and live off the pensions paid him for his 23 years of major league baseball, 24 years in the minors, 6 years in Japan, 4 in Puerto Rico, 5 in . . .

April 20, 1989: Head football coach Vince Lombardi, after coaching his Washington Redskins to their eighteenth Pro Football title in twenty years, claims that he would like to retire. The only thing that Mr. Lombardi has stopping him is the fact that he must get his team ready for the opening game . . . next week.

April 20, 1989: Ted Williams, after hitting his 715th career homer in Boston, was asked, "Ted, what keeps you going?" Mr. Williams replied that he was afraid that, if he retired, Mr. Short would talk him into managing again.

April 20, 1989: Congratulations to Wilson Beane, newly appointed Athletic Director at Loyola College in Baltimore. After Mr. Emil Reitz' departure, Mr. Beane was given the job of A.D. on the grounds that no one else knew where the athletic department was located.



Track Coaches



Track Team: 1969

120 Highs: 1. Keuhn (L); 2. Wissman (L); 3. DeWitt (W. Md.) Time: 19.4

440 Lows: 1. J. Gaare (L); 2. R. Gaare (L); 3. T. Zerhusen (L) Time: 61.8

440 Relay: Loyola (Harner, Hau, Aversa, Simpson) Time: 45.7

Mile Relay: Western Maryland Time: 3:37.2

Pole Vault: 1. T. Zerhusen (L); 2. Boniface (W. Md.); 3. Hatfield (W. Md.) Height: 11'6"

High Jump: 1. Klinger (W. Md.); 2. Bowers (W. Md.); 3. Jendrek (L) Height: 6'0"

Triple Jump: 1. Harner (L); 2. Roulette (W. Md.); 3. Vogel (W. Md.) Height: 41'10 3/4"

Discuss: 1. Hatfield (W. Md.); 2. Romansic (L); 3. Yarkey (W. Md.) Distance: 128'9"

Lacrossemen Disappointing During Break; Lose to M.I.T., Washington, Penn State

Loyola's lacrosse team has had one setback after another this season. More recently, the Hounds were handed three defeats in three starts over the spring vacation. Their record now stands at 1-4.

The second loss of the season was handed to them by MIT by a score of 10-9. Loyola lost as a result of not being able to run their normal offense. MIT used a zone defense which prevented Loyola's middies from cutting and the attack from feeding. Senior crease attackman Rom Carew played a good game for the Hounds, getting two goals and two assists. Other goals came from Bob Price (2), Butch Wittman (2), Bo Foley, Ron Jewell, and Larry Subotich.

The next loss came from arch-rival Washington College. As always against Washington, Loyola played a good game. Yet, this was not enough to beat the defending small college champions who won 8-3. The Hounds scored in the first quarter when Bo Foely hit Larry Subotich to put the Hounds ahead for most of the first period. In the second period, Bob Price passed to Foley for the score. The Hounds did not score again until the final period when Ron Jewell fed Paul Strong.

Last Saturday the team traveled to Penn State for another disappointing afternoon. The game started as though the Hounds were going to walk all over Penn, but Loy-

ola's inability to scoop and shoot, along with their small size, enabled Penn State to score a 10-5 victory. Senior oB Foley turned in his usual well-played game as he added three more points to his team-leading score with two goals and one assist. Other goals came from Pete Parr, Ron Jewell, and Bob Price.

Coach Charlie Wenzel has expressed a need for at least three students to act as managers for the team. This is an excellent opportunity for a student to earn a varsity letter. It is important that those interested apply as soon as possible so they can be trained. Anyone interested should contact a member of the team or stop by during practice.

Today. Let's see, if memory serves correctly, he received three technical fouls; one has a three to make two technical (a modern day rarity) because his birthday was the same week as the game, one for tying his shoe, and one for correctly singing the second verse of the National Anthem.

Mr. Orlando also scored well for the faculty netting nine points, amazingly taking only 27 shots, of which two went in. The faculty was also aided by a faulty scoreboard which repeatedly erred in the running score total. However, the closeness of the game held the dramatic highlight of the contest as, with the score tied, the students were driving for what appeared to be the winning basket only to have victory snatched from their grasps by a brilliant block by D. J. Klaes (formerly the referee). A five minute overtime

was agreed upon to settle the tie score, but, when the faculty scored first, they took their ball with them and went merrily to the showers.

Tennis Squad Led by Sweren

Loyola's net squad promises to be every bit as good as they were last year when they won the Northern Division championship in the Mason-Dixon.

Junior Joel Sweren at number 1 has the capability of going undefeated in the conference. His strong consistent play is one of the mainstays of the team.

Jerry Malooly, number 2, is one of the most improved players on the team. His strong net game, along with his ground strokes, will more than adequately fill the place of last year's senior Terry Mayer.

Senior Jerry Weller, number 3, should have a good year with his consistent, untiring game.

Another senior, Denny Smith, adds much depth to the team on the occasions when he can play.

Junior Tom Krajewski, back from last year, has become a more steady player. Tom won an important three set match against Western Maryland.

Sophomore Joe Schaffner, who has won all three of his league matches at number 5, and Dave Jenkins with an impressive win against Catholic University round out the starters.

John Cusson and Bob Lipinski have also seen action.

The season opened with an 8-0 victory against C.U. The team then dropped two practice matches against Colgate and Rochester.

A win over Mansfield State helped to right the team for a 7-2 victory over Towson State. Sweren, Malooly, Krajewski, Schaffner, and the number 1 doubles team led the squad to a close 5-4 victory over Western Maryland.

Loyola Speaks Out on Sports

Now we are a week into the baseball season, and still the hitters have not yet found the key to hitting. After six Oriole games, four have been shutouts, and one went 2-1. Seemingly, the re-defined strike zone and the lower mounds have not noticeably affected the efficiency of the pitchers, at least not yet.

Mel Stottlemyre has one-hit the Tigers, Denny McLain has a one-hitter and a losing two-hit effort, and Baltimore's own Tommy Phoebus has a two-hitter. The pitchers have continued exactly where they left off last year.

Many theories and solutions have been aired on an attempt to enliven what is becoming a dead game in the eyes of the American people. Unfortunately, the most serious of the problems has yet to evolve, and, unless something is done soon, it will threaten to bury baseball under its own stuffiness.

The most eminent problem of baseball is its inability to whet the want and need of competition of the American youth. The game not only is becoming uninteresting to watch but also is even less fun to play. The children of today are turning to football, basketball, and soccer as their chief means of entertainment. They are turning to the sports where each and every individual actively contributes toward the success or failure of a play, patterns, or goal. They are turning to speed, excitement, exhilaration, and feeling of accomplishment, all of which are seriously lacking in our "national pastime."

Most baseball men believe that the return of robust hitting would strikingly enliven the "grand old game" and make it more appealing to the fans. Indeed, it would, but, in a game where there are so many pauses and breaks in the action, more than just higher averages will be needed to bolster the attendance at many of the ball parks.

— J. C. P. H.